

THE RELEVANCE OF PRACTICE IN TRAINING MODE OF DISTANCE EDUCATION.

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Macro Level - Systems and Theories of Distance Education – Research
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Abstract

The text refers to the importance of practical internship in its essence and particularly when developed as distance education. Initially the article discusses the methods used in teaching and learning for higher education of this kind, such as telephone and Internet, and in the last one, specifically the use of Virtual Learning Environment - VLE, which should be available to support the student, serving as a real "classroom". Secondly, It is presented the concept of the "internship" and its role and inclusion of professional qualification of the academic labor market. Finally, the practice of the internship is treated with special focus on the distance education mode, which can be designed not only to complement and improve the content studied and the insertion of the

academic to the labor market, which is already inherent to the internship, but mainly the respect for the insertion and the human and social interaction from this academic, given that the activity of this internship will provide direct contact to the process of knowledge and training.

Keywords: Distance education, academic, internship, insertion.

Introduction

This article aims to make considerations about the relevance of the internship practice with special focus in this practice developed in the form of distance learning. Using the deductive method, at first it will be a general approach on the methods currently used to facilitate and supplement student learning in distance education regarding the approximation of the academic world by providing resources which will place him as the author's construction of knowledge mainly through the Virtual Learning Environment, trying to give him the theoretical background needed to be applied in practice to the internship. In a second phase it will be discussed the internship itself, as preparation for professional start, and finally, it will be directly addressed to the importance of internship practice especially for students of distance learning mode.

1- The Distance Education and the methods needed for successful learning

No need here to recall the entire history of the development of distance education. However, it is important to highlight the necessary resources and tools currently used to facilitate and complement the teaching.

Initially, distance education by correspondence took place, providing all the instructions and clarification of doubts, and still, often through TV classes (telecourse, for example).

But today, with the ever accelerating progress of technology, calls from academics began to be answered by phone, what is undoubtedly a great ally to this type of education, bringing it to a more efficient relationship - professor/tutor and academic, resulting in direct contact with the professor and facilitating contact and answering questions which can be done instantly.

It should be borne in mind that the support being given to the academic is also of great value, which should be done by the most varied possible means to meet the needs of each one of them, respecting the region, culture and the difficulties faced by the community where he lives.

Among all the technological innovations used to empower distance education, Virtual Learning Environment - VLE stands out , which have become essential to the relationship between institution/academic.

Virtual learning environments (VLE) or virtual learning platform or distance learning, or simply virtual environments are softwares developed to support the teaching/learning. They`re commonly used as resources / tools that aim to help professor/tutor to build, manage and organize a course or an online subject. (Melo, 2009, p. 138).

Thus, the virtual learning environment is the "classroom" for the students of distance education. It`s at a VLE that a student will have access to the material provided by the teacher / tutor, to the board where he`ll have the opportunity to contribute the knowledge, to the polls, chats and online contacts, the registration data, information and notes about the course and even about the institution.

The purpose of the resources used by distance education mentioned here, in other words, the entire structure of the VLE, the support available via telephone and Internet, is to ensure the student the conditions so he has a quality learning, which ensures the compliance of the purpose for which the course was proposed at first.

With a good educational and operational structure it is possible to bring together, in a pleasant way, the two points that make up teaching and development of the undergraduate program: theory and practice.

And among these two norths, the activities that require the practice of content studied is of particular importance to the academic, because it shows the theory that he learned, applied to his reality, and in most cases the reality of his occupation and the activity he chose to his life.

Thus, in regular undergraduate courses and especially in distance mode, the practical activity of the internship is an essential activity, which aims to initiate students to the professional activities chosen, giving him the opportunity still in the apprentice, the experience content of the lessons applied to day-to-day, preparing him for the labor market, as discussed below.

2 - Internship as insertion to the professional market

The practice of training in courses for which it is required, it is crucial in shaping the academic, not only for his academic education itself, but also for its professional initiation.

According to article 2 of Law 11.788/08 (Brazil), which states the internship of students, this may be mandatory, defined by the educational project of the course, having a workload to be fulfilled as a prerequisite for obtaining approval and diploma and can also be not required, that is an optional activity of the academic, whose workload is added to the binding.

The internship is an activity intended for enrolled students in certain courses in order to raise knowledge.

To form an opinion about internship, we can use the manual "Law of internship: everything you need to know," prepared by the National Confederation of Industry - CNI and by the Institute Euvaldo Lodi - IEL (2010, p.

23) that clearly explains that "the internship is a supervised school education act, developed in the workplace which aims to prepare him to productive work."

Thus, we see that the internship is designed to teach the academic the skills of the activity is sought, along with the curriculum context, with the consequent preparation for the labor market and the social and civic life.

There for the internship is the improvement and complement of the content studied in class, along with the peculiarities of the profession itself, which will only be known in its actual practice.

In this case, we see the importance of the internship practice to the academic world, being essential in certain courses, given the nature of integration that exists between the teaching / learning of academic and vocational training.

All the curriculum components must work with theory and practice in different settings, so as not to lose sight of all the pedagogical and practical training to eliminate distortions resulting from prioritizing one of the two poles. We believe that this alternative brings with it the possibility of the educator to develop a "practice" creative in that the link between thinking and acting presupposes uniqueness, inventiveness, uniqueness of the pedagogical practice. (Candau, 1989 apud FARM; PICONEZ, 1991, p.5).

With regard to the insertion in the labor market the internship can be also seen as a direct method for inclusion, to the extent that, in many instances the companies that offer apprenticeship positions for students take advantage of it and end up hiring them upon completion of the contract.

Thus, the practice of internship becomes interesting and effective for all of society, often supplying the deficiency of educational institutions, of conceding businesses that strengthen their social function with this provision of jobs and, in many situations, hire the intern to his professional activities.

And most importantly, it is interesting, effective and of great value to the very academic, which is inserted through the internship to the labor market,

reaching experience and knowledge necessary for success and stability in the profession.

3 - The internship practice in the form of distance education.

In the form of distance education, the internship practice should be seen in a special way and even more appreciation for various reasons that will be presented here.

Importantly, also, that with the constant growth of this type of teaching that is happening day by day, it is essential the provision of places for the internship practice of the academic of distance education, allowing him the approach to the professional practice of his choice and his preparation for the labor market.

When referring to the internship practice in the form of distance education, one must have special attention, because it is observed that, for this academic, the goal and even the results obtained with the internship does not hold solely to fulfill the required hours determined by the pedagogical project of the course. It goes far beyond that.

As found in Law 11.788/08, internship practice is part of the education program of the course and also integrates the academic training route, and the activities exercised by him must collaborate with his educational development.

Therefore, the hope is that the intern is welcomed by the company and the environment which will provide the internship, as doing so would not only be mandatory, should add value to the academic study, increasing his knowledge and for collaborating with his formation.

With the knowledge transmitted to the school reality, the practice of the internship should enable the academic reflect about this interconnection (theory and practice), and even prepare him to rebuild or reset the theories that

underpin the work of professors through his own conclusions and findings, enriching even more the knowledge of the labor area.

In distance education, the internship activity should be seen as a practice that seeks to produce knowledge and experiences that lead the students beyond the "application" of information and content transferred by the professor / tutor.

In fact, it would be totally appropriate for all courses presented in this type of education could be enriched by the practical internship, because it is the opportunity given to academic, of a real face to face "class" and totally practical, for considering, for example, that the academic do not use all the tools and support provided by the education institution and the professor / tutor, responding to the compulsory internship practice may, in practice, meet some needs when studying the theory.

If at any time during the course unnoticed some detail that may have been approached lightly or left confused, it's probably at the internship that this detail will come out, and that the students be able to understand the true meaning of the subjects studied, and in the same direction the understanding of Fazenda and Piconez (1991, p. 50):

The approximation of reality made possible by Supervised Practice and the reflection on this reality have been given a solidarity that spreads to the other components of the course curriculum, while still being a nice adjustment mechanism used to solve or cover up the gap between knowledge theoretical and practical activity.

There is no doubt about the need of linking the theory discussed in textbooks and in the virtual learning environment to the practical activities of the profession chosen, which is made possible through the internship held by the academic, which will provide a quality education.

The special feature of the practical internship in distance education is in the social and humanitarian nature of this activity, given that this type of education where the teaching is transmitted almost entirely through virtual

media and telecommunications, there is the internship as the phase of teaching which effectively approaches the academic social environment, taking it beyond the educational institution and his colleagues, emphasizing the relationship and human interaction.

This approach has more power when there is perfect harmony and interconnection in the learning process (professor / LEV / internship / academic), as is taught by Alonso (2000, p. 97):

(...) working with these processes could occur in the paradox of being preoccupied by getting the maximum level of interaction between the actors and the media, and neglect of the human interaction, the most important and enriching, the quality of which is dependent on that the actors participating in a training process to learn to use the means to express themselves, and not just with the means to support information flows.

Thus, we see that the relationship and human interaction, in the form of distance education, has in practice the essence of the internship, serving as a tool for building social relationships, not only as a means of approach, but also and mainly as means of social inclusion, enabling academic contact with different cultures, different environments and even social realities in which through the course, would hardly have access.

This is the true and effective human relations and social inclusion as the most important characteristic of internship practice in the academic world in the form of distance education.

Concluding Remarks

Therefore, we can observe the ongoing development and improvement of distance education as a form of academic training, and many adaptations over the years, in order to improve this method and provide a higher quality in the teaching and learning.

Distance education is currently seeking, through technologies such as Virtual Learning Environment, approaching the maximum of the academic

education institution in order to strengthen the nexus between them, thus maintaining and enhancing the very human relationship.

In this sense, the modality of distance education, the internship practice is gaining prominence and being increasingly encouraged, and even the interesting possibility that it will be part of all courses available in this mode, which only enrich the course and knowledge of the academic, given that the internship has the pivotal role as it provides an effective human interaction itself, and also serves as an instrument of social inclusion not only to the academic labor market, as in many social realities of living, contributing to social equality, valuing above all the human relationship from the perspective of citizenship and collaboration, which provides students with the experience (in its various meanings) necessary for their academic training.

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